**K-5 Math Lesson Plan**

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| **Teacher:** O’Connell | | | **Grade:** 1st | | | **Date(s)**: August 2012 |
| **Unit Title:** Count to 120 | | | | **Corresponding Unit Task:** Task 1 | | |
| **Essential Question(s):** How is our number system organized? How is counting by 10s helpful? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  \*Large 120 chart (made on chart paper, bulletin board paper, poster, etc.)  \*Number Words chart (made on chart paper, bulletin board paper, poster, etc.)  \*Counting Crocodiles by Judy Sierra  \*Chart with ten frames and circle stickers  \*Vocabulary cards  \*Frayer Model organizer  \*Place Value Bingo game cards | | **Student:**  \*small copy of 120 chart  \*crayons  \*Base Ten blocks for each student (tens and ones)  \*math journal  \*Scavenger Hunt activity sheet for partners  \*Place Value Bingo card and counters to use as markers | | | tens  ones  one-digit number  two-digit number  left-overs  singles  group  digit  \*Use Frayer Model and vocabulary cards provided by C&I | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  √ 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  √ 4. Model with mathematics.  √ 5. Use appropriate tools strategically.  √ 6. Attend to precision.  √ 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.2a Understand that two digits of a two-digit number represent amounts of tens and ones. | | | | | |
| **I Can Statement(s):** I can count to 120 starting at any number. I can read and write numbers up to 120. I can understand that two-digit numbers are made of tens and ones. | | | | | |
| **Activating Strategy/Hook:** Teacher will read aloud Counting Crocodiles by Judy Sierra. Students will sit on the carpet while teacher reads aloud and students will help count the crocodiles using ten frames on whiteboard/chart board. Students will assist by adding stickers on the ten frames for each time the crocodiles are counted. | | | | | |
| **Teacher Directed:** Introduce vocabulary words using word cards and Frayer model. Students will be given a small copy of a 120 chart. Using a crayon, they will count and color by 10s. Students will turn to their partner and discuss why counting by 10 is helpful and will attach this to the inside cover of their math journals for future reference. Teacher will review how before and after, more and less, and knowledge of tens can help to find missing numbers on a 120 chart by completing the hopscotch activity page together. Teacher will call on a few students to pick a number from 1- 120 and describe it using before, after, and between. | | | | | |
| **Guided Practice:** Partners will be given a Hundreds Chart Scavenger Hunt activity sheet and a laminated hundreds chart. Students will answer each clue (i.e. before 6) by locating the number on the hundreds chart and coloring it with a dry erase marker. Partners will look at their completed chart and share with the class what letter was made from the pattern they created. Teacher will then give each student a bag of base 10 blocks (ones and tens) to explore. Students will talk with their table partner about which block is a one and which is a ten and tell how they know and how this can help with counting. Students will share their conversations with the class. The teacher will call out a two-digit number between 10 and 120 and ask the students to use their blocks to create it. Students may need to share once they get above 100. \*Numbers will start off low and gradually grow as students show understanding. Teacher will give each pair a card with a two-digit number and they will use their blocks to create it. Complete this several times until all students have an understanding of tens and ones within a two-digit number. | | | | | |
| **Independent Practice:** Students will be given a laminated hundred chart and a dry erase marker. Teacher will post directions for students to follow using overhead or document camera. Teacher will model how to look at the directions and for example: 8 tens, 7 ones…they will use their marker to color 87. They will follow all directions to see what pattern is made in the end. | | | | | |
| **Closing/Summarizing Strategy:** Review what a one and ten block are and how they are made. Teacher and students will play Place Value Bingo. In student journals, students will write a two-digit number and then draw a picture of the number using ones and tens blocks and write out how many ones and tens the number has. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Students create numbers larger than 120.  \*Use 100 flat to count out larger numbers.  \*Ask, “How many more would you need to make 240, 224, etc.?” | | | \*Use a smaller number as the target.  \*Student can work with a partner to complete the independent assignment.  \*Have students make groups of tens by circling objects.  \*Use unifix cubes or counters. | | | \*Pre-teach vocabulary: bundle  \*Model how to show a number using tens and ones multiple times.  \*Say the first few numbers for the student to get them started.  \*Student can work with a partner to complete the independent assignment. |
| **Assessment(s):** Teacher will monitor students when they write in their journals and write a positive comment for each student. Teacher will collect the 100 chart assignment and monitor students as they play the Bingo game. Use any anecdotal notes teacher took while observing students working. | | | | | | |
| **Teacher Reflection:** (Next steps?)  \*What went well?  \*Student understandings/misconceptions  \*Specific notes about students’ thinking  \*What do I need to reteach/review tomorrow or in the future?  \*New ideas or changes for next time  \*Discuss lesson with colleagues and see if they have any ideas to add | | | | | | |